

Motivational Interviewing to Promote Behavior Change

March 2013

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HealthTeamWorks

Building Systems. Empowering Excellence.



*“No person is completely unmotivated.”**

*S. Rollnick, W.R. Miller, C. Butler



Shift our thinking...

FROM:

“Why isn’t this person motivated?”

TO:

“For what are they motivated?”

*S. Rollnick, W.R. Miller, C. Butler

*Change is motivated
by discrepancy between the
present behavior
and personal goals and values.*



HOPE

Many people are failed self-changers

--DiClemente

Motivational Interviewing

“A client-centered, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence.”

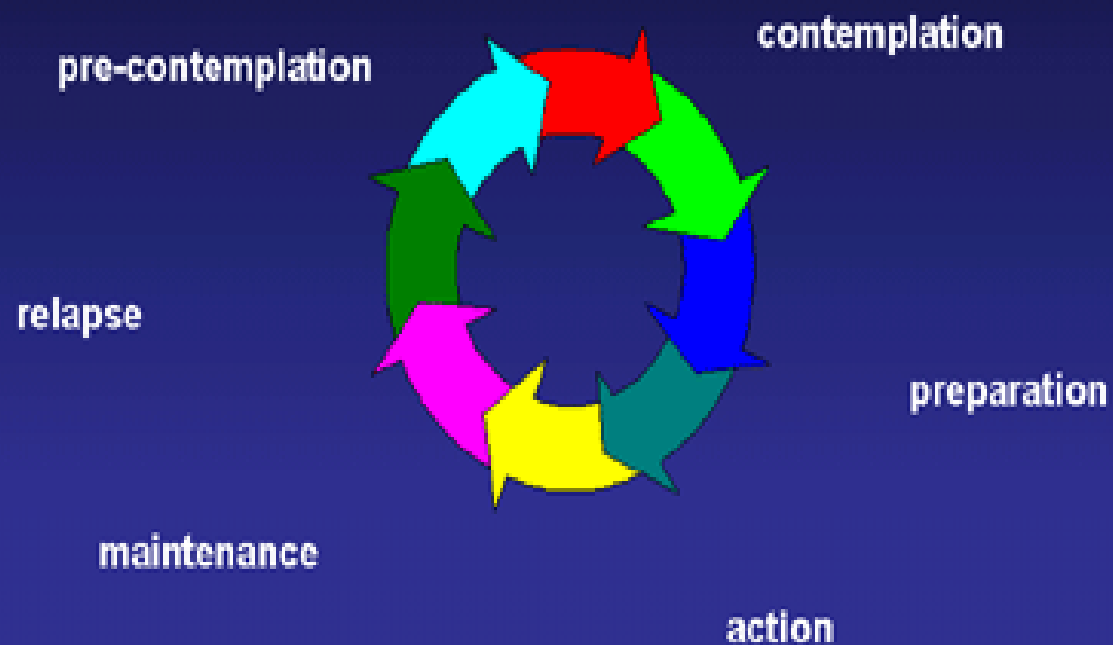
Developed originally by
William Miller and Stephen Rollnick
Motivational Interviewing. Guilford Press. 1991.



Ambivalence...

- ... is like walking uphill – *in mud!*
- Both sides are already within the person.
- What's likely to happen if you argue *for* change?
- The likelihood of change decreases as a person defends the status quo.
- Normalize ambivalence.
- *Resistance*: usually another word for ambivalence
- Ask: “*Am I aligned with readiness to change?*”

STAGES OF CHANGE



SPIRIT

- **Autonomy:** Affirm choice, self-direction, ability
- **Collaboration:** Partnership; honors their goals, perspectives, expertise
- **Elicit:** A person's *own* best reasons and methods to change



EMPATHY

acceptance \neq approval

EMPATHY



Be genuinely curious

Try to understand

- What really matters to a person
- How *they* see the issue
- What *they* wish were different
- What is frustrating or difficult
- What things they feel hopeful or confident about
- What they view as strengths and opportunities
- *How* they would change (*if* they decide to)

From Spirit to Practice

Ask permission







Why Reflections?

- To show empathy
- So a person hears what they are saying
- To get at the meaning behind they say
- To encourage and support problem solving

Examples of Reflections

- *“You feel overwhelmed and not sure where to begin.”*
- *“It’s difficult to deal with extra appointments.”*
- *“Smoking helps you deal with stress.”*
- *“You’re worried about your child/family.”*
- *“There is just so much to keep track of.”*
- *“You just don’t think your child needs special services.”*
- *“You don’t necessarily think your child has a serious problem.”*
- *“I can see that you want your child to get the care he needs.”*
- *“When it feels like the right time to use extra services, then you’ll consider some next steps?”*




AFFIRM

- Goals
- Values
- Self-efficacy
- Concern and care for child/family

Summaries

- Link together statements and themes.
- Restate and reinforce desire and intentions.
- Summarize next steps.





Desire
Ability
Reason
Need

How to get a person talking about change

- **Ask for it!**

- *“Why might you want to make a change in _____?”*
- *“If you decided to change _____, how might you go about it?”*
- *“What are the best reasons to change _____?”*
- *“How will your life be better if you change _____?”*

- **Look forward**

- *“If you don’t change _____, what do you think will happen?”*
- *“How do you think your weight could affect your health in the future?”*

- **Explore next steps**

- *“So, what do you think you’ll do?”*
- *“So, where does that leave you now?”*

Exploring pros and cons

- Of a behavior
- Of changing a behavior

“What are the good things about _____?”

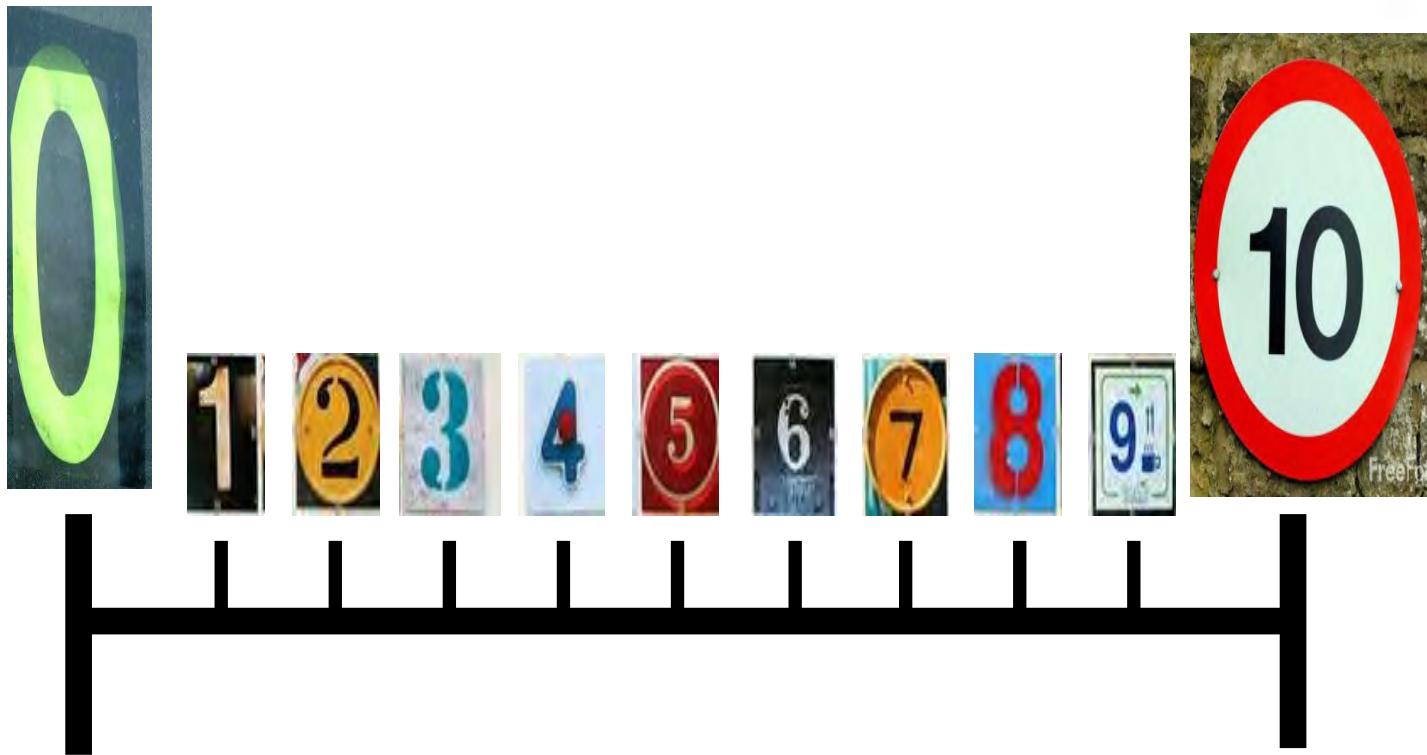
“And what are the not so good things about _____?”

Then summarize both sides:

“So, on the one hand ...”

“And on the other hand...”

The 0-10 Ruler



Importance and/or Readiness

“On a scale from 0-10, how important is it to you to _____?”

And/or

“On a scale from 0-10, how ready are you to _____?”

How to respond to IMPORTANCE/READINESS question

Followed by:

“What makes you a 4 and not a lower number?”

OR simply:

“Why a 4?”

Confidence

“On a scale from 0-10, how confident are you that you will be able to _____?”

Responding to the CONFIDENCE question

Followed by:

“What would help you feel more confident?”

